



Broward County Public Schools  
 School Wide Social and Emotional Learning  
 2018-19 Action Plan



<b>Leadership</b>	
<b>Complete the school based information below.</b>	
<b>Develop a school infrastructure that will support SEL.</b>	
<b>School: Village Elementary</b>	<b>School Year: 2018-2019</b>
<b>Principal: Ms. Wanda E. Haynes</b>	
<b>Cadre Director: Dr. Angela Fulton</b>	
<b>School Mission:</b> The Village Elementary Community encourages high expectations of academic excellence and lifelong learning by motivating scholars to become responsible citizens.	
<b>School Vision: To deliver the highest quality educational experience to produce global citizens through engaging teaching methods and a passionate climate and culture.</b>	
<b>SEL Leadership Team</b>	<b>School Role</b>
<b>Name: Veronica Crichlow</b>	<b>SEL Liaison/School Counselor</b>
<b>Name: Sheldon Jordan</b>	<b>Equity Liaison/Math Coach</b>
<b>Name: Sophia Roberson</b>	<b>ESE Specialist</b>
<b>Name: Shakuanda Holt</b>	<b>School Psychologist</b>
<b>Name: Ms. Murphy</b>	<b>Media Clerk</b>
<b>Name: Marc Larose</b>	<b>Assistant Principal</b>



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**School Wide SEL Implementation**

**Review of Current SEL Program: What SEL program(s) currently exist in your school?**

1. Sanford-Harmony Curriculum
2. Sandy Hook Promise
3. Lauren's Kids
4. PBIS (Elements of)
5. InnerExplorer

**Broward SEL Standards Instructional Implementation**

*Identify the strategies that your school will use to align with Broward County Schools Social and Emotional Learning Goals.*

**How does your school explicitly teach and/or integrate the Broward County Public Schools Social and Emotional Learning Standards in the school and the classroom to ensure students are developing social and emotional skills?**

**Goal 1: Develop self-awareness and self-management skills to achieve school and life success.**

**A. Identify and manage one's emotions and behavior.**

**Strategies:**

InnerExplorer—Daily Mindfulness Class Practices  
 Morning Meetings  
 Zones of Regulation-modified

**B. Recognize personal qualities and external supports.**

**Strategies:**

Sandy Hook Promise activities—My Shoe Story, Positive Post-its  
 Sanford-Harmony Curriculum  
 Art2Soul (Group run by School Psychologist), Peer Counseling Program, Pawsitive Links (Peer Mentoring)--TIER 2  
 Listener's Program, Village (Adult to Scholar) Mentoring Program—TIER 3

**C. Demonstrate skills related to achieving personal**

**Strategies:**



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<p><b>and academic goals.</b></p>	<p>Kids of Character for Scholar of the Month          Panther Positive Proclamations on daily announcements,          acknowledging student SEL/academic successes</p>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p>	
<p><b>A: Recognize the feelings and perspectives of others.</b></p>	<p><b>Strategies:</b>          Think Before You Post—Limit Communications          Sandy Hook Promise activities—Would You Rather          Sanford Harmony--Meetup/Buddy Up          Sanford Harmony—Quick Connections Cards          Morning Meetings          Accountable Talk          Panther Pawsitive Philosophies</p>
<p><b>B: Recognize individual and group similarities and differences.</b></p>	<p><b>Strategies:</b>          Sanford Harmony--Meetup/Buddy Up          Sanford Harmony—Quick Connections Cards          Morning Meetings</p>
<p><b>C: Use communication and social skills to interact effectively with others.</b></p>	<p><b>Strategies:</b>          Think Before You Post—Limit Communications          Accountable Talk          Morning Meetings          Grade-level Townhalls          Sanford Harmony--Meetup/Buddy Up          Sanford Harmony—Quick Connections Cards          Panther Pawsitive Philosophies</p>
<p><b>D. Demonstrate an ability to prevent, manage, and</b></p>	<p><b>Strategies:</b></p>



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<p><b>resolve interpersonal conflicts in constructive ways.</b></p>	<p>Morning Meetings          Accountable Talk          Think Before You Post—Limit Communications          Sanford Harmony—Quick Connections Cards          Panther Pawsitive Philosophies</p>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p>	
<p><b>A: Consider ethical, safety, and societal factors in making decisions.</b></p>	<p><b>Strategies:</b>          Sanford Harmony--Meetup/Buddy Up          Sanford Harmony—Quick Connections Cards          Morning Meetings          Accountable Talk          Think Before You Post—Limit Communications</p>
<p><b>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</b></p>	<p><b>Strategies:</b>          Accountable Talk          Sanford Harmony—Quick Connections Cards          Panther Pawsitive Philosophies</p>
<p><b>C. Contribute to the well-being of one’s school and community.</b></p>	<p><b>Strategies:</b>          Panther Pawsitive Philosophies          Think Before You Post—Limit Communications          Grade-level Townhalls</p>
<p><b>How does your school-wide policy and practices support the social emotional learning of students?</b></p>	
<p>Creating a welcoming environment that engages families and parents. Using effective communication such as weekly parent and staff newsletters, the REMIND app and ClassDojo to foster positive relationships. Building partnerships with community members to support student success. Celebratory events such as Student of the Month, using the Kids of Character monthly characteristic and daily Principal-led Panther Pawsitive Proclamations for SEL and academic success;</p>	



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student-led daily informational announcements about monthly awareness events.

**SEL Professional Development: How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?**

Action	Responsible Person	Resources	Evidence of Completion	Completion Date
Culturally Responsive Classroom	K.Starks/ Wanda E. Haynes/S. Jordan (Equity Liaison)		Teacher Sign In Sheets, Teacher PD Records	10/19/2018
Trauma Sensitive/Informed Classroom	N. Busjit-Bhalai/ V.Crichlow		Pre/Post Assessments; teacher tweaked groupings/classroom layout or plan to implement 2 strategies in classroom	01/07/2019; follow-up in Feb/March 2019
Growth Mindset PD	Wanda E. Haynes			08/08/18

**Quarterly Review of Behavior and Academic Data: How will school leadership measure the impact of SEL. What are the indicators of success?**

Action	Responsible Person	Resources	Evidence of Completion	Completion Date
Analysis of BASIS referrals and SEL activities: how do activities/lessons completed impact disciplinary referrals	M. Larose	Lists of completed activities by teacher/grade from Ms. Crichlow; BASIS/Data Warehouse reports for discipline, etc	Reported in Panther Press Posted in Cafeteria for students to see	11/06/2018; 01/31/2019; 04/01/19; 06/15/19



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<p>Analysis of SEL activities and counseling interventions: how do completed activities/lessons impact counseling interventions</p>	<p>V. Crichlow</p>	<p>Lists of completed activities by teacher/grade from Ms. Crichlow; BASIS/Data Warehouse reports for discipline, etc</p>	<p>Reported in Panther Press          Posted in Cafeteria for students to see</p>	<p>11/06/2018;          01/31/2019; 04/01/19;          06/15/19</p>
<p>Analysis of SEL activities on community's mindset</p>	<p>SEL Leadership Team</p>	<p>Pre and Posts from community stakeholders</p>	<p>Reported in Panther Press          Posted in Cafeteria for students to see</p>	<p>11/06/2018;          01/31/2019; 04/01/19;          06/15/19</p>